DOCUMENT RESUME

ED 061 494 AC 012 502

TITLE	Student Taught Adult Basic Literacy Efforts. Final Report.
INSTITUTION	Council of the Southern Mountains, Inc., Berea, Ky.
SPONS AGENCY	Adult Education Branch, DAE.
PUB DATE	[71]
GRANT	OEG-0-70-4566
NOTE	94p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; Community Programs; Dropout Rehabilitation; Educationally Disadvantaged; *Literacy Education; Paraprofessional School Personnel; Participant Involvement; Program Evaluation; *Rural Population; Student Teacher Relationship; *Student Teachers; *Teacher Education
IDENTIFIERS	Berea College; *Kentucky

ABSTRACT

The purpose of the Student Taught Adult Basic Literacy Efforts (STABLE) project was the involvement of adult illiterates, functional illiterates, and educational dropouts who do not take advantage of other educational and vocational training opportunities in basic education, using mature college students as teachers. Thirty students were trained to work in teams in 19 communities. The project successfully demonstrated that rural people who need basic education can be involved through a person-to-person approach and by using imaginative methods of teaching. Of the 175 participants in the project, 49% made good or fair progress as compared with 11% who did not show significant progress. In addition, services were provided to meet basic needs in areas of practical education, such as community agency referrals, job information, and other educational opportunities. Additional training for STABLE teachers was indicated and has been incorporated into the current program. (Pages 50, 51, 53, 54, and part of 68 will not reproduce because of illegibility.) (Author/DB)

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ABSTRACT OF REPORT

STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS

Grant Period: June 1, 1970, through August 31, 1971

Proposal No. 0-324-2110 (S) Supported by Special Project Grant, OE Grant No. OEG 0-70-4566 under the Adult Education Act of 1966, Section 309, P. L. 89-750, U. S. Department of Health, Education and Welfare, Office of Education, to the Council of the Southern Mountains.

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As the result of the felt needs expressed by people in communities through community action groups, the experience of Berea College staff teaching hourly wage employees of the college, and the interest of many people, STABLE was designed to go out to the people, where they are, with concerned, mature college students to work with people to develop a kind of self-help education.

The project was begun in January 1970, supported by a grant to Berea College from a private donor who has an interest in adult education. Before funding was approved by the Office of Education, volunteers were recruited and trained and began work in Rockcastle County.

Work began in Estill County in June with support of the community action agency; and work began in Jackson County in June, using college work-study and community action program support.

The purpose of the project was the involvement of adult illiterates, functional illiterates, and educational dropouts who do not take advantage of other educational and vocational training opportunities, and to teach them basic education, using mature college students as teachers.

Twenty-four college students were recruited in September 1970, and trained in community relations, the Laubach Literacy method of teaching, and the use of other teaching materials. This was increased to 30 students in the second semester (Spring 1971).

These students went out in teams of two, or more where required for efficiency and safety. Participants were contacted through other agencies working in the communities, through referrals, and through home visitations. In January, surveys were made of Sand Gap in Jackson County, and the Middletown-Farristown area in Madison County.

By September 19, work was begun in ten communities. This was increased to 13 by October 23, to 19 by November 27, and continued at that level except for summer during which work was done in 16 communities.

STABLE has successfully demonstrated in this first period that rural people who need basic education can be involved through a person-to-person approach using imaginative methods of teaching. We have worked successfully in 19 communities, reaching 175 participants. On the basis of teacher evaluation, 49 per cent of these participants made good or fair progress as compared to 11 per cent who did not show significant progress. Two took GED certificate tests, and six were referred to Adult Basic Education classes in the public schools. In addition, services were provided to meet basic needs in areas of practical education, such as community agency referrals, job information, and other educational opportunities.

During this period, it has been clear that additional training for STABLE teachers is indicated. This has been incorporated in the program for the current year.

COUNCIL OF THE SOUTHERN MOUNTAINS, INC.
Publishers of MOUNTAIN LIFE & WORK
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November 29, 1971

Mr. Robert Marshall
Adult Education Branch
U. S. Office of Education
7th and D Streets, S. W.
Room 5068
Washington, D. C. 20202

Dear Mr. Marshall:

We are enclosing herewith the final report of Project No. 0-324-2110(S), Grant No. OEG 0-70-4566. You will find both the program report and the financial report included.

We shall await further instruction from you as to disbursal of the balance on hand.

Sincerely,

Ernest H. Walker

Ernest H. Walker, Director
Student Taught Adult Basic
Literacy Efforts (STABLE)

Sally Ward Maggard

Sally Ward Maggard
Staff Coordinator
Council of the Southern Mountains

EHW/acp
enclosures

CONTINUATION REPORT

Student Taught Adult Basic Literacy Efforts

Proposal No. 0-324-2110 (S) Supported by Special Project Grant, OE Grant No. OEG 0-70-4566 under the Adult Education Act of 1966, Section 309, P. L. 89-750, U. S. Department of Health, Education and Welfare, Office of Education, to the Council of the Southern Mountains.

Grant period June 1, 1970, through August 31, 1971, as revised and extended by Revision #1, September 8, 1970, and Revision #2, June 11, 1971.

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I. General Description

After negotiations with the U. S. Office of Education, the Council of the Southern Mountains and Berea College completed an agreement in line with these negotiations to work in Student Taught Adult Basic Education. A grant was approved June 8, 1970, by the Office of Education to the Council of the Southern Mountains and Berea College. Student teachers were recruited through the regular College Student Labor Program for work in communities in Madison, Jackson, Estill and Rockcastle Counties during the school year.

A. Purpose

As the result of the felt need expressed by people in communities through Community Action Programs and local action groups, the experience of Berea College staff teaching hourly wage employees of the college, and the interest of many people, STABLE was designed to go out to people, where they are, with concerned, mature college students to work with people to develop a kind of self-help education. Small classes were to be developed... with the participation of the people themselves...in reading, mathematics, and practical information of interest to them. This included such things as the food stamp program, job application, health resources, family budgets, etc.

The program was an outgrowth of the on-campus adult education program, using the Laubach method, and the work of the Students for Appalachia. It has the support of the Division of Adult Education of the Kentucky Department of Education in Frankfort, and local Adult Basic Education directors. We are working with CAP agencies and local action groups, and other public and private agencies.

B. Progress

After submission of the proposal in November 1970, work was begun with the support of a grant to Berea College by a private donor who has an interest in adult education.

Pending funding, volunteers worked in Scaffold Cane in Rockcastle County.

Work began in Estill County in June 1970, with one STABLE teacher supported by a special grant from Kentucky River Foothills Development Council, before funding was announced by the Office of Education.

Work began in Jackson County with a Cumberland College student supported by a college work-study program and the Jackson-Clay Community Action Group.

These students worked with the community action agencies, and visited in communities recruiting participants for STABLE.

Twenty-four students were recruited in September and trained to teach. Additional student teachers were brought in and trained to fill vacancies as they occurred. [See list of STABLE teachers and time worked.]

By September 19 work was begun in ten communities. This was increased to 13 by October 23, and to 19 by November 27. By March 25 four more were added, while seven were dropped. Three were added during the summer, to make a total of 19 as of August 31.

Summer work was conducted in 16 communities with 96 participants.

C. Objectives and Methods

C.1. The objectives as set forth in the proposal were:

1.1. To reach poor rural people who need adult education in the four counties of Madison, Estill, Jackson, and Rockcastle, using college upperclassmen.

1.2. To involve these people in educational experiences or basic education, a kind of pre-ABE.

1.3. To develop a kind of "feeder system" to help the very poor and most illiterate to take a first step up the ladder to social and economic self-sufficiency.

1.4. To provide significant educational experiences to the college students involved.

1.5. To take the program to the people, in communities, homes, etc.

1.6. To involve participants in planning for and setting up classes.

1.7. To develop strong interpersonal relationships between teachers, enrollees, and community leaders.

1.8. To teach subject matter which has relevance to immediate needs.

1.9. To develop informal classroom situations or tutoring relationship.

1.10. To relate to the social and economic needs of the people.

C.2. The methods used were:

2.1. Several methods of approach to the communities were used. Two students worked during the months of June, July, and August 1970, with the community action agencies in Estill and Jackson Counties.

In Estill County, work in Barnes Mountain and Cob Hill was begun this way. Work in Pea Ridge was started after a request from the group there.

Where a local group existed, they were given opportunity to discuss the proposed class, and decide to have it or not to have it.

Work in Jackson County began through referrals from the Public Assistance office, the cooperation of a craft workshop, and through surveys made by STABLE (see reports in II., c.).

Work in Rockcastle County was begun through referrals from the Rockcastle Action Group, the CSM Family Planning Program, and through visitation by STABLE teachers.

Madison County work was begun through referral by interested people, the help of Women's Industrial at Union Church in Berea, help from the community action agency, and through survey work.

In every case, STABLE teachers gave priority to the development of relationships of confidence, and teaching has been on an informal basis.

2.2. One hundred and seventy-five people were involved in some way in STABLE from June 1, 1970, through August 31, 1971 (see reports in II., d.).

2.3. Six successful referrals were made to the local Adult Basic Education programs. In addition to those involved in STABLE, others were referred directly to ABE classes. One high school dropout became a volunteer assistant to STABLE teachers and then returned to high school.

Others were encouraged to return to school. Several school children who were having difficulty joined the STABLE class for the summer.

There were also failures. One 19-year-old high school dropout had been out several years and did not want to go back, but wanted to complete her education. STABLE assisted her in gaining acceptance at Annville Institute, where she would have had the opportunity to finish

high school in a regular school situation, living and working there. She was eager to go, but developments at home prevented this.

2.4. STABLE teachers have expressed their enthusiasm for the experience they have had (see reports in I., E., 3., attached).

Of those who have now graduated from Berea College, one is employed in a mental health program, one is employed full time in a program teaching preschool children in Arizona, and one is employed as a social worker.

2.5. The participants in STABLE are those who would not attend ABE classes. This program has significantly proved that people can be motivated to become involved. Participants vary in ability and educational level.

Some dropped out of school only a few years short of graduation. STABLE has encouraged them to enroll in ABE, but this has been difficult for some because of transportation problems or family responsibilities. Some have resisted for less apparent reasons, preferring to work informally at home. Some of these have made significant progress in a short time.

Other participants have had more difficulty, and started at Level I with STABLE. Of these, some had never been to school. Others had spent

some time in school without progressing in the educational structure. Those who had had no opportunity to go to school made much more significant progress with STABLE than those who had attended for several years and made no progress. However, individual tutoring has produced results in most cases.

2.6. Participants were involved in the choosing of subjects and given opportunity to plan the best time and place.

Most teaching is done in the evenings, which is convenient for participants who work and also fits in with the schedules of the STABLE teachers who have classes at college during the day.

STABLE teachers teach smaller groups than anticipated, in most cases in the homes. Teaching units run from one to 15 with two teachers, with many teachers teaching two or three at one time.

2.7. The relationship developed between teachers and participants has been one of the important aspects of the program. Out of this close relationship, much teaching has been done in a much broader sense, as well as the planned lessons.

Individual STABLE teachers have been receptive to the expressions of concerns and needs of the people. They fill the role of counselors and listeners, as people tell of their health problems,

their economic needs, and their domestic problems. Help has been given in emergency situations. Field trips have been provided, bringing people to the college, to job interviews, and to places of interest, to provide educational opportunities. The relationship between college youth, committed to the concept of education, is effective in developing more positive attitudes toward education on the part of participants. Participants are put in touch with teachers, employers, and community leaders who give encouragement for progress.

2.8. Subject matter has been determined in conversation with the participants, taking into consideration interests and needs.

Level I participants were given instruction in reading and basic writing at first, with supplementation of beginning arithmetic early in training. Many begin by writing their names and counting money. Later they move on to elementary reading and math.

At Levels II and III, subject matter has been in areas of interest and areas of need to be able to take tests for the Elementary Certificate and the General Equivalency Diploma.

2.9. The use of an informal teaching setting has made it possible to teach people who will not go

to school. Teaching has been done in homes, along the county roads, in outbuildings, in cars, in churches, and in community centers. No placement tests were given, but participants were encouraged to work at the level of their abilities, and with materials in which they were most interested. Placement, in terms of materials used, was made by the student teachers.

2.10. Participants have been assisted in getting food stamps, in problems related to crime, employment opportunities, information about Social Security, referral to work programs, other training programs, and welfare. One man was placed in a job; one woman was assisted in getting Social Security benefits.

D. Curriculum

The basic curriculum has been reading and beginning mathematics. Laubach Literacy materials were used extensively for Level I in the beginning, but other materials were also introduced. By the end of the year, we were making greater use of Steck-Vaughn materials. Other materials used were Follett Systems of Success, Cambridge readers and math, Appalachian material, and various other textbooks. These latter include literature, algebra, and geography books.

Material geared to the rural Appalachian setting is very helpful in getting a person to learn concepts more rapidly, even if the material was created by the student teachers themselves. This is true because the learner associates himself with the area and is more familiar with

and interested in his home region.

Materials used:

Laubach: Skill Books I through V, correlated Readers I through V, charts and check-up sheets, News For You.

Steck-Vaughn: Language, reading and writing texts and workbooks for adults; math for adults, and Working With Numbers series, including algebra. Science and social studies, all adult work texts; vocational work texts, health, consumer education work texts.

Kentucky Heritage, history

Follett: Systems for Success I and II

Cambridge: Language Arts Program, arithmetic series, geography and history

Readers Digest: Adult Readers series, New Reader Skill Builders

Arco: GED preparation books

Appalachian materials: South From Hell Fer Sartin, Roberts; folk tales, Jack tales, Nippy and the Yankee Doodle, Roberts; Mountain Life & Work articles on mountain speech.

Donated materials: American Reading Institute, Learn to Read, Books I and II, and records. Used texts donated by schools: literature, grammar, math, geography, science and fiction. Magazines and newspapers.

E. STABLE Teachers

E.1. Recruitment of STABLE teachers

A copy of the application form used and a list of Berea College students who taught in the period June 1, 1970, through August 31, 1971, is attached. [See Appendix A] The hours worked per week and the period of employment for each student is shown.

Each applicant is interviewed by the STABLE director. References are checked; we get at least one reference from another student and one from a faculty person. The past work record is checked, and we also check with Dr. James Bobbitt, our Advisory Board Chairman or Mr. Loyal Jones, Director of Appalachian Studies. We check with the Student Labor Office of the college.

In the personal interview, we discuss the student's interests, his reasons for wanting to work in STABLE, the nature of the work and the frustrations involved, and what is expected. We ask about scholastic standing. Priority is given to upperclassmen, but we made an exception to this in September 1970. We selected a freshman with five years' experience as a secretary, mostly with Job Corps, and one other who had worked in an NYC office. Both proved to be exceptional teachers.

We get our best teachers through STABLE teachers themselves. We have had several volunteers; some students worked as volunteers and were later employed.

This has been a good way to determine whether a student is suited to the program. In addition, we continue to have students who work more than their allotted hours, without pay.

It has been the director's practice to spend as much time as possible in the field with STABLE teachers (usually 20 to 30 hours per week). He always works with them in beginning new community contacts, and setting up classes and tutoring. They are required to report on a continuing basis in consultation in the office, and in written reports at the end of the semester or summer period.

E.2. Training of STABLE teachers

Training of STABLE teachers centered on two priorities: understanding the communities and the people with whom we work, and some basic methods of teaching reading and writing.

Community relations was taught in discussion sessions. Leadership was provided by qualified technicians who have worked in the communities with the community action programs or community organizations, by Head Start staff, by local leaders of community groups, and by community development trainers. In addition, trips were taken to the communities with the director, and initial work was done with community development workers.

Laubach Literacy trainers were brought in to train in this program. This method had been in use on campus in the teaching of college maintenance workers. Some training was provided by the ABE director in Madison County and by the director of STABLE. Training also included information about other agencies and resources in the area.

Training dates:

March 5, 6, 7, 1970: Laubach Literacy Workshop was held at Berea College. Twenty-five students and adults received certificates. [See Appendix C]

September 10, 11, 12, 1970: New STABLE teachers were given ten hours of training in community work. [See Appendix C]

September 16, 1970: In-service training with staff and Tom Mustard.

September 23, 1970: In-service training session with Mrs. Loretta Lunsford and Mrs. LouVada Munnelly. Discussion of Head Start and Family Planning Project.

October 1, 2, 3, 1970: Ten hours of training in Laubach Literacy for new STABLE teachers. [See Appendix C]

October 7, 1970: Film "I Could Not Sign My Name." Discussion, methods of teaching.

November 11, 1970: Training session with Loyal Jones and Russell Roberts. Discussion of methods, materials, ABE program.

January 7, 8, 9, 1971: Ten hours of Laubach training was provided for new STABLE teachers with Mrs. J. W. Lester. [See Appendix C]

February 10, 1971: In-service training session with Isaac Vanderpool on community needs.

July 15, 1971: Meeting of STABLE teachers to discuss progress and problems. Present: Ernest Walker, Director, Dr. James Bobbitt, Dean William Ramsay, Loyal Jones, Director of Appalachian Studies, Dr. Willis D. Weatherford, Berea College President.

Consultants for training:

George Thomas Mustard, former Consultant with Kentucky Institute for Community Development; former Director, Kentucky River Foothills Development Council.

Ollie Back, Supervisor, Division of Adult Education, Bureau of Vocational Education, Kentucky Department of Education

Landon Wills, Director, Kentucky River Foothills Development Council

Mrs. LouVada Munnelly, Director, Family Planning Program, Council of the Southern Mountains

Mrs. Loretta Lunsford, Director, Head Start, Madison, Rockcastle, Estill Counties

Loyal Jones, Director, Appalachian Center, Berea College

Russell Roberts, Assistant Superintendent, Madison County Schools; Director, Madison County Adult Basic Education

Mrs. Roy Walters, Certified Teacher of Laubach Literacy Method

Mrs. J. W. Lester, Certified Teacher of Laubach Literacy Method

Isaac Vanderpool, Associate Director, Council of the Southern Mountains, former staff member Kentucky Institute for Community Development

Mrs. Madison Graves, Community worker, Rockcastle County; former member of Board of Commissioners, Council of the Southern Mountains

E.3. Professional Growth of STABLE Teachers

Berea College students who work in STABLE have had experience in actual teaching in communities which, they report, is of great value to them. Working with adults who need special understanding, STABLE teachers have developed special skills. Participants are involved on a voluntary basis, and the relationship is on an egalitarian basis and learning has been two-way.

Training in working with rural Appalachian people and in teaching basic reading and writing was provided. Flexible and informal teaching has been required in order to involve those participants who make up a large part of our target group. The ability to adapt to teaching in homes and other community sites, the ability to adapt subject matter and include practical kinds of information of immediate usefulness to low-income participants, is required and has been developed by STABLE teachers.

Several STABLE teachers are now expressing interest in graduate training in the field of adult education. Of the four graduates who worked as STABLE teachers, one is teaching preschool children in Tucson, Arizona, two are employed as social workers in Kentucky, and one is married.

Copies of reports from STABLE teachers indicating their own evaluation of their work were sent to the Adult Education Branch of the Office of Education on April 22, 1971. The following are excerpts from journals kept by STABLE teachers, expressing their involvement in the work.

Pea Ridge: "Andy, Russel and Eddie are all working on their reading. All three like sports, and we play some basketball with them occasionally. This helps to rid us of overly rigid teacher-pupil attitudes. A less rigid approach is a better one. This might be one of the discrepancies of our present school system. The teacher and administration in general try to develop a feeling that they are the 'boss' and that they are always right. It seems to be better to put oneself on the same level as the person with whom one is trying to communicate. It's hard enough to grasp a new idea without having the added weight of a communication gap to contend with."

Pea Ridge: "Mike, Andy and Gene had their first classes tonight. These boys are in school now, but feel a need to have us work with them this summer so they'll be caught up when school starts. Their reading and math are below par, at least partially because they didn't get enough attention. These three young men are admirable because they are mature enough (at the age of 12 or 13) to see that unless they get help now, they'll soon be dropouts. It's people like these that really need and appreciate the help I can give, that make this work mean so much to me."

"We've found it true that after initial interviewing, the best way to get new students is through other satisfied students. Like running a grocery store, the best way to get new customers is to satisfy the ones you have. They'll spread the word that you're doing a good job, and you'll soon be overflowing with customers. We seem to have satisfied our 'customers' because they're telling others and we're continually getting new students."

"I don't think long hair and sideburns is going to bother anyone, either. These same people who are satisfied customers are vividly proving this right now. It's not that everyone on earth is openminded, but if you've got enough good people liking you and you really feel strongly about whatever you're doing, then you can get through to the most chronically closed-minded there are. People don't let petty prejudices hold them back when your whole heart is with what you're doing. They can tell!"

"After the session I tried to put in perspective what we could and could not do. After this consideration, I feel that what we can do is limited only by what we think we can do, and we should set our goals high and not be complacent with just what we 'have' to do, but rather go beyond this.

"The most important thing right now is for 'two strangers with long hair' to gain the trust of the people. How can we do this? Trust is an intrinsic thing that one can't obtain by reading a book but rather one wins the respect of the students (and the people in Ravenna, and Irvine) by letting them know you and this will be slow. Nevertheless I think we will gain their trust.

"This job is a challenge--this is why we are here and with a lot of patience, a lot of understanding, and a 'helluva' lot of work we will meet this challenge head on and do at least a large part of what we set out for."

"... to summarize, things were learned tonight and that is progress, and there was interest and that is hope. I always leave Pea Ridge with an elation unexplainable unless one goes to Pea Ridge and does the work we do. You know, it sure is nice to help people; and helping should be what life is about."

It is the judgment of the STABLE staff and the Advisory Board that the professional growth of STABLE teachers has been considerable. The Berea College Labor Program considers this one of the better labor programs in terms of opportunity for student growth.

F. Coordination with Other Agencies

Student Taught Adult Basic Literacy Efforts has worked cooperatively with other agencies in the area. As a joint project of the Council of the Southern Mountains and Berea College, its Advisory Board was made up of representatives from CSM and the college.

Official reports were made on a regular basis to the Education Commission of CSM, and a report was made to the Conference on Appalachian Studies, sponsored by the Education Commission at Clinch Valley College, Wise, Virginia, on October 24-25, 1970.

STABLE reported to the Kentucky Chapter of CSM on April 17, 1971. [See Appendix D]

The project had the assistance of the CSM Family Planning Program.

Berea College has given support and assistance through its Department of Education, the Labor Program, the Department of Counseling and Testing, the Department of Institutional Research, and other departments.

In addition, STABLE has coordinated its work with the following agencies:

1. Community action agencies
    a. Kentucky River Foothills Development Council in Madison and Estill Counties
    b. Madison County Community Action Council in Madison County

c. Jackson-Clay Community Action Group in Jackson County

d. Rockcastle Action Group in Rockcastle County

2. Schools

a. The Madison County School Superintendent's Office through the Director of Adult Education

b. The Estill County School Superintendent's Office through the Director of Adult Education

c. The Jackson County School Superintendent's Office through the County Superintendent

d. The Rockcastle County teacher of Adult Education and the Superintendent's Office

3. Welfare, Public Assistance offices

a. The Madison County Office of Economic Security in Richmond

b. The Jackson County Office of Economic Security in McKee

c. The Estill County Office of Economic Security in Irvine

d. The Rockcastle County Office of Economic Security in Mt. Vernon

These offices have made referrals to us, and have provided us with information on the food stamp program, etc.

4. Employment Security and Manpower Development and Training

a. The Employment Security Office in Winchester

b. The Employment Security Office in Corbin

5. Social Security office in Danville
6. County Courts, with reference to teaching in County Jail.
7. Concentrated Employment Program office at Hazard
8. Job Start. This is a job development program funded by OEO. Projects are in Jackson and Rockcastle Counties.
9. Educational Programs, Inc. This was a program for summer employment of college students, using college work-study funds.
10. Churches
    a. Christian Appalachian Project, a program which includes crafts, employment, and various services to low-income people.
    b. CRIC (Churches Relating In Concern), a program providing services to women and families. Referrals were made to STABLE.
    c. Various individual churches have cooperated in recruitment, and one has provided space for teaching.
11. The Griggs-Perrin Highland Fund

G. Dissemination of Information

Information gained through the first year's operation of STABLE has been disseminated through reports, cont acts with agencies we work with, and through conferences listed above.

In addition, the following news articles have described the program:

1. "STABLE," Jeanne White, Mountain Life & Work, October 1970
2. "Berea Students Take Literacy Project to Dropouts," Frank Ashley, Louisville Courier-Journal, December 13, 1970
3. "STABLE Works to Raise Literacy Level," Pinnacle, Berea College, October 31, 1970
4. "Students Take Learning Back to Hills," Joe Ward, Louisville Courier-Journal, April 18, 1971

II. Communities Report

A. STABLE has worked successfully in 19 communities and work was attempted in five others. Work in communities began with contacts with the agencies working there, with community leaders, and with other programs from the Council of the Southern Mountains and Berea College.

Selection of communities was based on requests from community organizations, expressed interest of people in the areas, suggestions from school, welfare, and county officials, and survey work done by STABLE.

This program has met with the enthusiastic support of other agencies, both public and private.

The greatest success has been achieved in those communities where work has already been done in community organization, through community action agencies, churches, or other efforts, and in communities where we have had the active support and cooperation of the school system, churches, and other agencies.

Failures occurred in communities (1) where other programs had floundered, which made it impossible to establish a working relationship, and (2) where no other work had been done, we were not known, and our limited resources were not sufficient to establish a working relationship.

Teacher teams worked an average of ten hours per week during the scholastic year. Classes were scheduled twice a week in most communities; some tutoring was done with one meeting between teacher and

II. A. continued

participant each week, where only one or a small number of participants were involved.

In order to support participant involvement, recruitment and home visits were continued as required.

A report of work in each community follows:

REPORT OF COMMUNITY WORK

BARNES MOUNTAIN, Estill County

This is a remote community on a ridge where educational opportunity has been lacking, and which was identified to us as having the greatest need. We began with visitation and cooperation with the Community Action aides to gain the confidence of the people. The first response was from a man who could not read and write; we taught him at home for about one month until he moved out of the area. We referred him to ABE. Classes began with four participants in September, about three months after our first contacts. We met in the dilapidated community center until Christmas.

This was the only community activity on the mountain, and it drew interested adults, youths, and children who came to watch and to play. The youth asked for a program of recreation; we referred this to the Community Action Program, but the people were unable to agree on a program. The young people brought their own music, we had no inclination or authority to lock them out, and eventually the confusion made it necessary to withdraw from the center. Since that time we have been teaching in homes, one or two at a time on a tutoring basis. One person has taken the test for GED, passing part of it.

Of 19 enrolled, ten are still in the program. Classes are held twice a week.

BEREA, Madison County, STABLE Office

Fourteen people have received some kind of service here at the office. As indicated in the Data Sheet, this has varied from tutoring to assistance in securing Social Security or Food Stamps. Some have been tutored for several sessions and referred to ABE at the local school. Some have received typing lessons. Most have received counsel in areas of need.

Of the 14, three are currently receiving service.

BEREA, Madison County, Berea College Employees

This program is coordinating with an on-campus program to tutor college maintenance employees. One employee was tutored last year by STABLE, and this is being expanded for the coming year. As we have employees who are at the functional illiteracy level, this is an opportunity.

BLOSS, Rockcastle County

This community is at the southern end of Rockcastle County on a county road. Visitation began in September; response was slow at first. Classes began in December, at first once a week. Response came first from Level II and Level III people, although our priority and efforts were to reach Level I. This work continued through the summer, with greater acceptance. We are still working to recruit Level I people, who tend to be shy and afraid.

Our efforts to make referrals to ABE have not been successful. Several reasons seem to have some bearing on this:

a. Distance to the one class in the county.
b. Aversion to the school system in the county.
c. Reluctance to accept the regimen and discipline of regular class work at school.
d. Preference for tutoring at home, with more individual attention.

Of eight enrolled, three are continuing at the end of August.

BRUSH CREEK, Rockcastle County

One family has participated in STABLE for 15 months, after moving from Scaffold Cane where they first enrolled in STABLE. Recruitment efforts to bring in others have not been successful. People seem to have some fear of STABLE.

Of four listed, only two have worked with us consistently.

CLIMAX, Rockcastle County

This is a community where we worked cooperatively with Students For Appalachia and the local community group. The community is relatively near Berea, rural, with people who farm and some who drive some distance to do manual, but skilled, work.

Our experience here has validated the importance of the teacher's role. One of our best STABLE teachers, with the help of other able teachers, was able to make significant progress here. We were well received, and there is continuing interest.

Of a total of 16, eight are continuing as of August 31.

CLOVER BOTTOM, Jackson County

This community is rural, near several others where we are working. The community group requested STABLE, offering the community building relating to Head Start. Due to political problems and funding delay, Head Start, expected a year ago, has not yet begun. We are still working cooperatively with Head Start to set up services for both children and adults in Clover Bottom.

As of August 31, we have enrolled four and work is continuing with them.

COB HILL, Estill County

Work here was begun by a VISTA who introduced STABLE to the community. Our efforts to recruit illiterates have yielded good relations, but we have not been able to have classes. The lack of a suitable meeting place has been a handicap.

The five identified are people we spent time with, and who were involved only to a limited extent in reading or other formal subjects.

KERBY KNOB, Jackson County.

This community had an ABE class several years ago. It is rural, people are scattered. We have been able to teach a few at a time. The STABLE teacher was able to find employment for one participant.

Of four enrolled, two are currently involved. The other two have been referred to employment and ABE.

KIRKSVILLE, Madison County

This is a farming community and one of the two communities in which we work not located in the mountainous area.

Work began with visitation and the support of the Baptist pastor in October. Classes began in December in the Baptist Church, going through April; then with new teachers classes began in June and are continuing, meeting once a week for two hours.

Of seven, four are continuing in STABLE.

LOG CABIN ROAD, Madison County

Tutoring was begun in October 1970 with a family; neither parent could read or write. We also helped a child who was

Mt. Vernon (cont.)

homes in this county seat town. All participants are Level I and Level II. Work began in February.

Of six, one has not yet actually begun, four are continuing, and one has dropped out.

PEA RIDGE, Estill County

After several requests from community people working with community action programs, STABLE began classes in Pea Ridge in March, meeting in the community building. Response was immediate, a result of the work done in the community before this.

This is a community on a ridge several miles from Irvine. Although there is much unemployment, the people are aggressive. Many men work in Lexington as bricklayers or in tobacco houses. Many are building their own homes. The need for adult education is rather startling.

Fourteen participants in Levels I and II were enrolled. Classes were held twice a week in the spring, four times in the summer. Progress in the summer was good, indicating the value of meeting more often.

Of the 15 enrolled, two were children and are returning to school. Of the 13 adults, 12 are continuing as of August 31. One other adult enrolled for a short time, until being drafted into military service.

RICHMOND, Madison County

One of two communities not in a mountainous area, Richmond is a city and University center. STABLE is working with minority people, black and poor white.

Work began in July with visitation, with the help of the Community Action Program, and classes began in the Race Street Center and in homes.

Progress is good. This program has the support of the organization of community poor people. STABLE teachers are assisted by the paraprofessional worker assigned to the Center.

Of 15, nine are actively involved.

Log Cabin Road (cont.)

having difficulty in school. Typical of hard core illiteracy, they have been reluctant to try, but most anxious to make us welcome.

The housewife has learned to read and write; a visiting teacher from school has taken responsibility for the child. We are continuing, hoping to involve the husband and other community people.

This is a community within a dozen miles of Berea, where adult education is a major need.

McKEE, Jackson County

Work began with referrals from the Economic Security (Welfare) office. Four to six people were involved tentatively, and tutoring has continued for ten months with two.

MIDDLETOWN, Madison County

A survey was conducted here in January. Response was energetic, but the educational level is higher than in many other communities. We have made referrals to other opportunities. One man was taught to read and write.

STABLE has done no further work there since May.

MOORE'S CREEK, Jackson County

After repeated requests, STABLE made a survey and began work in the area in the summer of 1971. (See survey report)

Two participants referred from Mountain Toy Makers at McKee were taught and made good progress. This is a community with an ABE class; our efforts will be toward referral.

Six have been enrolled, two during the school year and four in August.

MORRILL, Jackson County

Work began with survey in August.

MT. VERNON, Rockcastle County

Referrals were made to STABLE by the Council of the Southern Mountains Family Planning Program. Tutoring began in

SAND GAP, Jackson County

Initial efforts in Sand Gap to work with referrals were not successful. In January STABLE did a door-to-door survey, finding over 28 per cent of the adults at Level I (see report).

Response was immediate, and three teams have worked there since that time.

Sand Gap is a village which grew up around some mining activity which has long since closed. The population migrated in from other mining counties, and is now without a source of employment. Much of the poverty and illiteracy is around the fringe of the village, and is much higher than the surrounding countryside.

We are working with all levels and attempting, in cooperation with the county superintendent of schools to move participants from our program over to ABE classes at the school. This is proving difficult.

Many participants require extensive support. We pick them up at home or pool hall. Most teaching is done in homes in small groups and to individuals.

Services have included visits to jail, emergency trips to the doctor, etc. Many of these participants have multiple problems which education may affect, but certainly will not solve immediately.

STABLE has not met any hostility; rather, people have accepted the teachers as friends, with enthusiastic welcome. However, the gap between negative and defeatist attitudes and self-sufficiency is great and we face the tendency of some to be dependent. Thirty-nine have enrolled, and of these, 19 were continuing as of August 31. Some were transient contacts, some received brief services, some dropped out, some left the area.

SAND SPRINGS, Rockcastle County

This community is near Bloss. We have made several contacts, one referral, and one is enrolled in STABLE.

SCAFFOLD CANE, Rockcastle County

This was the first community STABLE served, with a class in the spring and summer of 1970 we the cooperation of Students For Appalachia. Work was suspended because of

Scaffold Cane (cont.)

problems which developed among personnel working there. It is being resumed in September, 1971.

Five people have been enrolled, and are now continuing.

HISEL, Jackson County

A STABLE team worked several months to try to recruit, but work was dropped when response was limited. This community is distant from Berea; we were not known. No survey was made.

NEW ZION, Jackson County

STABLE worked with a group at the New Zion Center. However, their expectations were for a continuation of a craft program with provision to pay participants by the hour. We had no provision for this, and people were unwilling to give time to the program without a stipend. The work was dropped.

RAVENNA, Estill County

Recruitment was done and several meetings were held. Classes were not continued when people indicated that they did not want us.

SOUTHERN ROCKCASTLE-LIVINGSTON AREA, Rockcastle County

Recruitment was done, and some teaching. People were scattered, and no community groups were found. We were not able to get regular classes organized.

B. Summer Report by Counties

Four STABLE teachers worked 40 hours per week and others worked as much as 20 hours during the summer months, 1971.

This made it possible to have four sessions per week in several communities. A marked improvement in progress was noted in these communities.

Some participants chose to take summer vacation for gardening, etc. For those who continued through the summer, general improvement noted may have been attributed to the greater convenience of teaching without the handicaps of darkness, crowding, and cold which are problems in winter in many home situations. Some classes were held in the open on long summer evenings.

A report of summer work by county and community follows:

Estill County:

A. Terry Sammons, full time teacher
Mike Collins, full time teacher

Pea Ridge - 21 participants, 4 classes per week;
class periods 2 hours
Nine of these are school-age, potential dropouts

Barnes Mountain - 4 participants, 2 sessions per week
at home

Tipton Ridge - Community visitations to begin classes;
we have had only a few teaching sessions

Cob Hill - Community contact has been kept up, but
participants dropped out for summer

B. Bob Browning, part time teacher
Linda Thornsberry, part time teacher
Rebecca Roark, part time teacher

Barnes Mountain - 4 participants, 2 sessions per week.
visitation; other participants have dropped out to
do summer work, but say they will resume study in
the fall. This is a community which has been
identified by county officials as one of the
greatest need for our program.

Jackson County:

A. Faurest Klinglesmith, part time teacher
Marcella Daniels, part time teacher

Sand Gap - 7 participants, 2 sessions per week

B. Richard Lemaster, part time teacher
Geneieve Bennett, part time teacher

Sand Gap - 12 participants, 4 sessions per week
Sessions are 60 to 90 minutes
Additional participants involved on an irregular
basis

C. Dennis Watson, part time teacher
Betty Jeanne White, part time teacher

Sand Gap - 7 participants, 2 sessions per week

McKee Toy Factory and Annville - Contact has been
kept up, but participants asked to take the summer
vacation

Madison County:

A. Charles Williams - full time
Marc Grigsby - volunteer-part time teacher

Richmond - 10 participants, 2 sessions per week. 7 meet at Race Street Center for two 2-hour sessions. Others are tutored at home. Recruitment continues.

Middletown-Peytontown - Contact is kept up. Two participants began this week at our office; a regular schedule will be set up.

Scaffold Cane - we are working cooperatively with KRFDC field worker to organize class. One participant has dropped out; none is being taught now.

B. Faurest Klinglesmith, part time teacher
Roger Tompkins, part time teacher

Kirksville - 5 participants meeting 2 nights each week in the Baptist Church

Log Cabin Road - classes suspended for summer

Rockcastle County:

Ruth Franklin - full time
Connie Baird - volunteer
Dwain Montgomery - volunteer

24 participants are taught in homes; 7 of these are taught twice each week

Total participants in summer program - 96 (See attached report, Appendix E)

PARTICIPANTS - Summer 1971

	Community	New Enrollees	Summer Enrollment	Total who have been enrolled in STABLE
1.	Barnes Mountain		8	19
2.	Berea (class in office)	2	2	14
3.	Berea College (We have now assumed one from Carol Miller, and have recruited 3 in September)			
4.	Bloss		5	8
5.	Brush Creek - Livingston		2	4
6.	Climax		10	16
7.	Clover Bottom	1	1	4
8.	Cob Hill			5
9.	Kirby Knob		2	5
10.	Kirksville	4	5	7
11.	Log Cabin Road			2
12.	McKee			2
13.	Middletown			1
14.	Moore's Creek	4		6
15.	Mt. Vernon	3	4	5
16.	Pea Ridge		21	15
17.	Richmond		10	15
18.	Sand Gap		26	39
19.	Sand Springs	3	1	1
20.	Scaffold Cane		2	5
	Totals	17	99	175

C. Surveys

Community surveys were made to determine the need for adult basic education in communities, to acquaint people with the STABLE program, to promote support of adult education and to recruit participants in the STABLE program and for ABE classes offered by the county schools.

Surveys were made in Sand Gap in Jackson County and in the Middletown-Farristown-Peytontown area in Madison County during January 1971. Reports of these surveys were included in the proposal for 1971-72, as Appendix III. This proposal has been funded by Grant Number OEG 0-71-4382 (324) and the program is in current operation.

Surveys were made in Moore's Creek and Morrill in Jackson County in August 1971. Reports of these surveys follow:

MOORE'S CREEK SURVEY

Introduction:

Our survey began on July 29, 1971, in this area, and finished August 10. This project was conducted primarily by Richard Lemaster, Dwain Montgomery, and Dennis Watson. We were at times assisted by Mr. Ernest Walker and were later joined by Roger Tompkins. This project was essentially completed in a six-day period. In the beginning we met Dwain at Taylor's Drive-In in Bond; he lives in this area, and provided local knowledge which gave us a great advantage. We then divided into teams of two and began house-to-house visitation.

Purpose:

Our purpose was to go from house to house explaining the STABLE program, getting an idea of the various educational levels in the area, and attempting to search out those who might benefit from our program. Primarily, we were interested in contacting functional illiterates. We also informed people about the ABE classes which are available to them in the fall.

The Moore's Creek area seems to be a prosperous community and most of the people are employed. There is a lot of self-employment due to its being a farming community. The overall atmosphere was of a friendly nature. Also, as previously stated, many of them are very well-educated.

Methods:

The methods used for accomplishing the survey were as follows:

1. Door-to-door visitation
2. Information sheets left at homes and businesses
3. Information passed along by those contacted

Following is a cumulative report of our survey:

We made approximately 150 contacts (a contact being someone spoken to or about). Six and 2/3% of the total number of people we contacted in the Moore's Creek Survey area were functionally illiterate. This is considerably lower than the percentage in Jackson County as a whole.

From the total number of contacts made, 30 were interested in STABLE. Following are the numbers of each in the different levels:

Level I 8
Level II 10
Level III 12 Total: 30

From the total number of contacts made, approximately seven will be involved in ABE classes in the fall, or were enrolled last year.

Following are some of the main reasons for not wanting to get involved in STABLE:

a. Lack of time
b. Too old to learn, or can't learn
c. Already educated
d. Indifference
e. Satisfied with present status
f. Etc.

About 12½% of the households visited had at least one functional illiterate.

As a result of the survey, there were three persons ready to start right away and 27 we should contact later. See enclosed list.

Conclusions:

The teaching need in Moore's Creek (where 6-2/3% of the people are illiterate) would appear to be less than in Sand Gap (28-1/3% of population illiterate). As a whole, the survey seemed to be effective and accomplished its purpose. We did not have any particular problems that were a burden to us.

Criticisms and suggestions:

In order to have a more effective survey in the future, we have included the following as suggestions and criticisms:

a. Purpose should have been explained in more detail.
b. Information we wanted to get from survey should have been more clearly stated.
c. The survey could have been more accurate if we had taken more time to get to know people better.
d. Survey could have been in two parts:
    1. A quicker objective type of survey where we were essentially interested in obtaining educational levels and data.
    2. We should then follow up with those who are interested, with longer, friendlier talks.

MORRILL SURVEY

Beginning August 12, 1971, and continuing until August 24, 1971, Dwain Montgomery, Roger Tompkins, and Richard Lemaster (one day) conducted a survey of the Morrill area.

The purpose of this survey was to find the general educational level of the area, and to find if anyone was interested in our STABLE program. We accomplished this survey by going from house to house, leaving information sheets at homes and businesses, and by encouraging people to tell others about our program.

We talked to a total of about 80 persons from 58 homes. The following data were collected during this survey.

Fifty-eight households were visited, in 13 of which no one was at home. In these cases, the description of STABLE activities was left. Eighty persons were contacted in the remaining homes.

	Number	Percentage
Level I	9	41
Level II	22	27
Level III	16	20
Level IV	4	5
No level obtained	29	37

Of these contacts, nine, or 14.5 per cent, were interested in participation.

Lack of time or old age were the principal reasons given for lack of interest.

D. Participant Involvement

During the period of 15 months, a total of 175 participants were involved. [See report in Appendix G] In addition, others were referred directly to Adult Basic Education classes.

Two participants took tests for GED certificates. Others are preparing for this.

On the basis of teacher evaluation, 49 per cent of the participants made good or fair progress as compared to 11 per cent who did not show significant progress.

STABLE has successfully demonstrated in this first year that rural people who need basic education can be involved through a person-to-person approach using imaginative methods of teaching. This project has demonstrated that college students who are interested and have an understanding of the people they work with can do this.

Dropouts, and failure in several communities, have occurred. These are being studied to determine weaknesses of the program and other factors. It is apparent that cooperative community effort by agencies is important. Some individuals who are illiterate require more than the services of a teacher. It is apparent that social services and counseling are needed; STABLE teachers have served this function to some extent, but we have found cases with needs we have been unable to meet.

Several programs in Des Moines, Iowa, developed an informal working relationship in which ABE teachers and social workers coordinated recruitment and teaching activities for the purpose of more effectively meeting the totality of individual participants' needs. Some such coordinated approach may be needed to meet the needs of some persons STABLE has not been successful with.

Examples of Success:

Mrs. K. is age 76, a widow, and receives Social Security. When young, she had no opportunity to go to school. She is just learning to write, and is very happy that she can now sign her check. She is working now at Level 1.

STABLE teachers have been able to arrange to get glasses for her, and have assisted her with shopping for groceries.

Mr. H. had never learned to read or write, although by hard work in a northern city, he had earned a living and enough to retire on.

A STABLE teacher taught him to read and write. The first letter to his wife was an event in their experience, which preceded his death by only a few months.

Mr. W. had been to school several years, but dropped out. At age 19, unemployed, he began to learn to read over again with a STABLE class once a week in March, and then summer classes four times a week. By the end of June he was beginning to read at the fourth grade level.

Vernon Abner. Mr. Abner had 2-1/2 years of school. He liked to read, comic books and other things of interest. He served four years in the U. S. Navy, and after discharge worked as a construction worker, farmed, raising tobacco and vegetables, and has had a number of short term jobs in various categories. He has a wife and five children.

He had nine months training in Manpower Development and Training in building and maintenance. When STABLE teachers began working with him, he became interested in education. He passed the test for a General Equivalency Test and has applied for acceptance as a special student by Berea College in February. The attached excerpt is his own account of his awakened interest in education.

went to Hamilton, in May. To
stayed a bit at confirmation myself
when I was 2. Months. But
I doesn't getting in Sunday Sch.
and coming Church and Sunday
afternoon Some I doesn't Nothing
Else to it. com Sch
from in Summer I went Nothing
Else for the Sch first Annual
when. In O.T.A. Girl in Sch Room
Hard I Wish to Get 6 Months -
till Some Age Annual then.
But any Thing I could find What
Was Ordered to Abut Nothing
about 6 months ago till Was
from Your Conditions. Called
Church Coming around and Got
Me started Here in Church
I Could My Job Again. till
about 2 Weeks ago - I Nothing Was
Not Considered Going to School
under the 6/ till. until Sure
Married it; I don't know if
we'll Stay Here or not. 50
I Had No Work I could Find

Just this Min Kingsley is coming
down from it. So is Lucy
and Pamela. It would be awfully
nice if you could come down
Wednesday and Thursday and
Friday and Saturday if you can
What is about it. I can't
tell the exact dates as I could
Pick very Well as that is about
Pearl added on their account Wanted
Especially if you can get Mrs Gil
Ell to Chaperon us. and can get
Some Thing to Keep Them
Sate. I would Sure like to Go
to Glen Ellyn. and if I get up
and don't do My Best, and in
Glen afternoon. Don't Laughing, or
can't Make it Known Mr can't
Thank You.

Yours Ever

Elsie Young

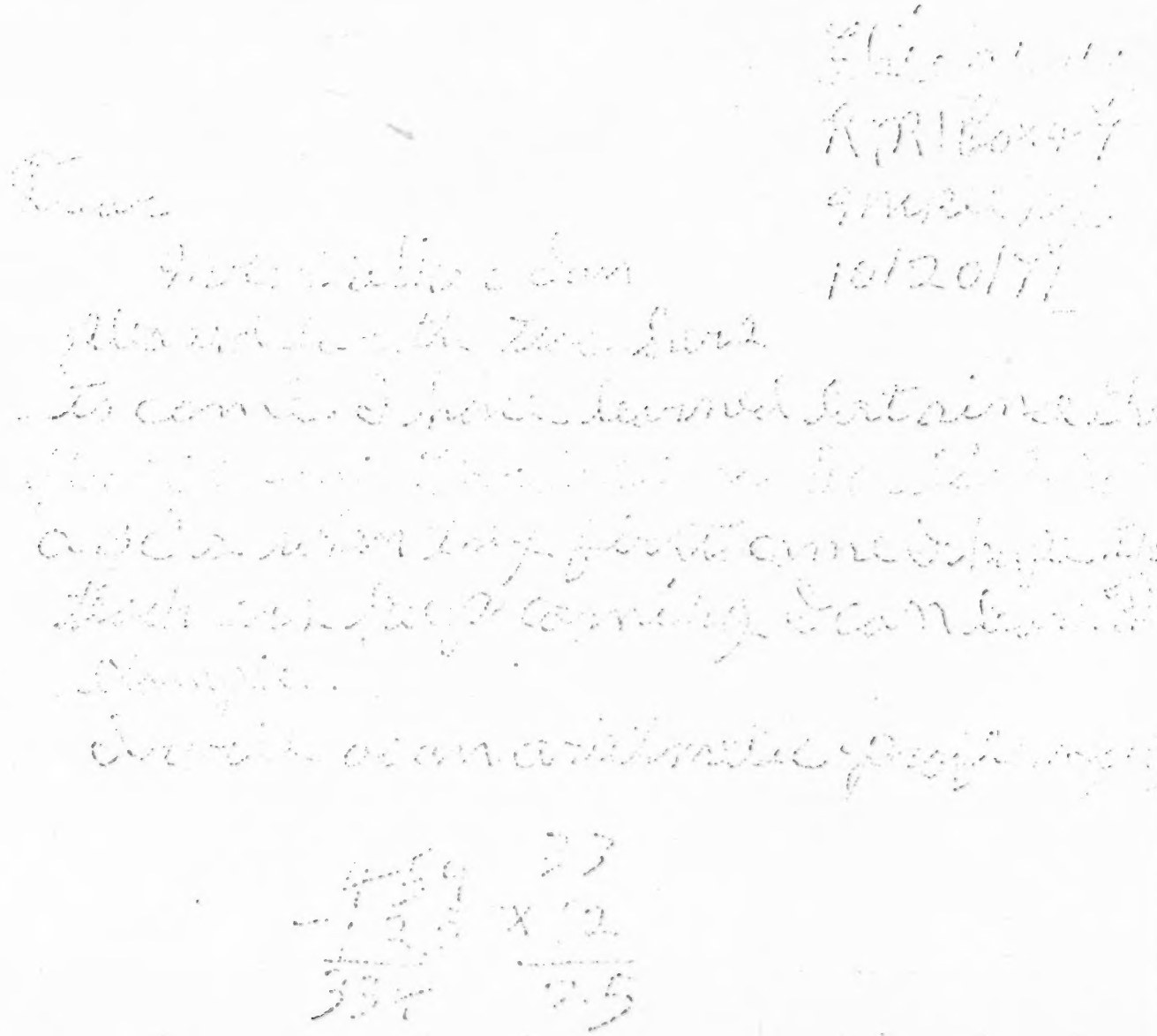
The attached report and the letter from Mrs. Young describe the progress made by Mrs. Young, who has been one of our most enthusiastic participants. The STABLE teachers were impressed by her progress in learning to read so rapidly, working between classes to finish books given her. Within eight months from beginning to recognize the alphabet and to read, she is reading at the third grade level, and working simple multiplication problems.

Report of Participant Progress

Mrs. Cloie Young Age 36
School grade completed 2
Date STABLE instruction began 2/18/71
Level at beginning of STABLE instr. I
Area of instruction Laubach, math
Material used: Laubach; Steck-Vaughn

Progress evaluation:

At the beginning of our STABLE instruction, Mrs. Young could not read and had difficulty with even the recognition of the letters of the alphabet. She had had never been able to attend school beyond the second grade and her education had developed little beyond that boundary. She was the most eager to learn of all our students and her interest showed in all her work. She has completed Laubach levels I and II and is at present progressing well in level III. She can now read lower level books with efficiency and ease and is learning to compose her thoughts. Her progress in math is also outstanding. At the beginning of our work she had great difficulty with simple addition and subtraction problems. She has progressed at present to simple multiplication problems. Mrs. Young has been a student who gave us encouragement in our work that was through her own



III. Evaluation

The Evaluation Committee met December 1, 1970, and October 22, 1971. A report by Dr. Harold Rose follows.

Additional suggestions and recommendations will be made by Mr. Isaac Vanderpool.

Evaluation Report

Student Taught Adult Basic Literacy Efforts

(STABLE)

Ernest H. Walker
Director

Harold Rose Chairman
Department of Adult and Continuing Education
Morehead State University

INTRODUCTION

This report was prepared at the request of the Director of the STABLE project. The purpose of this report is to describe and comment upon the past performance and future direction of STABLE.

As is the case in most demonstration projects, the first year was actually spent "tooling up." The operational procedures were established and many problems identified. The second year should be devoted to removing obstacles to successful achievement of program goals.

Since the program is continuing, the comments made in this report will center more on future direction than an assessment of past performance.

Teacher Success

It has been observed that some STABLE teachers are much more successful than others in recruiting and retaining students. An effort should be made to identify those variables or traits which contribute to success.

Recommendation

Successful and non-successful STABLE teachers should be identified.

Background data should be collected on all teachers.

The possibility of administering a psychological inventory to the STABLE teachers should be investigated.

Data on the competence of teachers as it relates to knowledge of methods and techniques should be collected.

Actual procedures used in teaching and recruiting should be recorded.

Referral

One of the major objectives of the STABLE project was to act as a referral agency by encouraging the students to enroll in the regular adult basic education program. The project has had only limited success in this area. Many of the students have transportation problems and are fearful of the more formal ABE program.

Recommendations

Local ABE teachers should be invited to visit each of the communities where STABLE is active.

STABLE teachers should consider holding some of their sessions in the public schools to reduce fear.

Some STABLE teachers should consider serving as aides to the local ABE teachers until their students become adjusted to the regular program.

In-service Training

If the STABLE teachers are to be successful they must be familiar with content, materials, and methods which are effective with adult students. The teachers must be able to "deliver" to prevent drop-outs and to help the adult achieve his goals. Four three-hour in-service training programs have been arranged for fall, 1971. Although these training sessions are extremely beneficial, there are many areas which cannot be discussed due to the limitation in time.

Recommendation

An intensive two week pre-service training program conducted for STABLE teachers before the 1972 project begins. These workshops could be conducted the two weeks immediately preceeding the beginning of the fall semester. The teachers should be involved in determining content for the workshop.

Data Collection

The primary data collection techniques were teacher logs on which the students recorded their observations on each visit to each of the communities. These teacher logs were supported by subjective evaluations by the director. Although subjective evaluation is often criticized, it does have an important place in developmental demonstration projects. It enables the project to adjust to meet unexpected problems which

arise. However, as the project enters into its second year of operation it needs to concentrate more on objective evaluation.

Recommendation

The teacher logs should be restructured to obtain more specific data and greater consistency among the teachers in the information collected.

A more objective student placement procedure should be utilized as well as instruments to determine student progress.

Actual teaching time should be identified separately from recruitment and travel time.

Evaluation Committee

The Evaluation Committee was called together once during the first year of the project. At this meeting objectives and methods for achieving the objectives were outlined. A second meeting to determine the instruments needed to document the achievement of objectives was never held. If the Evaluation Committee is to be an effective part of the project, certain changes should be considered.

Recommendation

The Evaluation Committee should meet more than once a year.

The role of the Evaluation Committee should be identified.

The membership of the Evaluation Committee should be examined in relation to its role to determine if it should be expanded or modified.

A certain amount of funds should be identified in the budget for evaluation purposes.

Teacher Attitudes

The College Labor Program is a traditional part of Berea.

Each student at the college is required to work a minimum of 10 hours per week. Needless to say, not all students are enthusiastic with this opportunity to work. Unfortunately some of the student attitudes toward the College Labor Program have been transferred to the STABLE Project.

Recommendation

Only volunteers who show enthusiasm for the STABLE Project should be accepted.

Procedures for obtaining academic credit for in-service training should be investigated.

Procedures for obtaining academic credit by classifying the STABLE teacher's work as an intern program should be investigated.

Student Goals

There is an old saying that "goals once set tend to get met." It is difficult to establish goals for an experimental program. However, it appears that this would provide direction for the STABLE teacher and some norm by which they could measure their progress. A formula has been developed to reflect this emphasis on reaching Level I students and to serve as a goal toward which the STABLE teachers can work.

Recommendation

On the basis of ten hours work per week, this goal is set: A two student team will teach four Level I six hours (24 participant hours) or six Level II participants six hours (36 participant hours) or eight Level III six hours (48 participant hours) per week. Four hours will be allocated to travel, recruitment and referral.

This formula probably needs refining but it is an example of a goal which STABLE teachers could work to reach.

This has been a summary presentation of problem areas and recommendations. Although there will continue to be program development problems, it appears that many of the project objectives can be reached this year.

There are many differences between operating a program and operating a demonstration project. A demonstration project requires an accurate documentation of successes and failures and the influential variables affecting project operations. This will allow others interested in using college students as teachers to build on the findings rather than starting anew. Although many operational problems will arise which are related to the project, they should never become the central issue in the project.

EXHIBIT D 19

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0760

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
FINAL EXPENDITURE REPORT

CONTRACTOR OR GRANTEE (Name and address)
C
Council of the Southern Mtns.

U.S. OE CONTRACT OR GRANT NUMBER
OEG-0-70-4556

FISCAL YEAR OF AWARD | PHASE

PERIOD OF CONTRACT OR GRANT
From To

INSTRUCTIONS: An original and three signed copies are to be submitted within sixty days following termination of the project.

MAIL TO:
Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Adult, Vocational, and Technical Education
Washington, D.C. 20202

PART I – EXPENDITURES	AMOUNT BUDGETED (a)	ACTUAL EXPENDITURES (b)	BALANCE (Col a minus Col b) (c)
A. DIRECT COSTS			
1. PERSONNEL SALARIES			
A. PROJECT DIRECTOR	$ 12,000.00	$ 15,000.00	$(3,000.00)
B. OTHER KEY PERSONNEL, IF ANY	"	"	"
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. Full Time / No. Part Time)	"	"	"
D. CONSULTANTS (No.)	2,100.00	1,973.00	127.00
E. SECRETARIAL AND CLERICAL (No.)	5,000.00	5,221.00	(221.00)
F. OTHER SUPPORTING STAFF (No.)	11,792.00	11,740.00	52.00
G. SUBTOTAL FOR PERSONNEL SALARIES	35,892.00	39,634.00	(2,742.00)
2. OTHER DIRECT OPERATING COSTS			
A. EMPLOYMENT SERVICES AND BENEFITS	3,479.00	1,084.00	2,395.00
B. TRAVEL	10,000.00	5,370.00	4,710.00
C. REQUIRED FEES, IF ANY	2,000.00	1,075.00	925.00
D. COMMUNICATIONS COSTS (Telephone, postage fees, etc.)	1,000.00	666.00	334.00
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS	7,152.00	2,805.00	4,347.00
F. EQUIPMENT (Rentals and purchases)	1,465.00	591.00	874.00
G. RENTAL OF SPACE	600.00	945.00	(345.00)
H. MINOR REMODELING OF SPACE	"	"	"
I. UTILITIES AND CUSTODIAL SERVICES (If not included in any other item of this section and/or in indirect costs)	176.00	270.00	(94.00)
J. SUBTOTAL – OTHER DIRECT OPERATING COSTS	25,032.00	12,806.00	13,226.00
3. TOTAL DIRECT COSTS (Sum of Lines 1G and 2I)	62,924.00	52,440.00	10,484.00
B. COST SHARING			
1. CONTRIBUTIONS OF GRANTEE	600.00	600.00	"
2. CONTRIBUTIONS FROM OTHER SOURCES	6,768.00	6,790.00	(22.00)
3. TOTAL COST SHARING	7,368.00	7,390.00	(22.00)
C. TOTAL FEDERAL DIRECT COSTS (Line A3 minus line B3)	55,556.00	45,050.00	10,506.00
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)	4,444.00	4,073.00	371.00
E. TOTAL FEDERAL FUNDS EXPENDED (Line C plus Line D)	$ 60,000.00	$ 49,123.00	$ 10,877.00

PART II – CASH SUMMARY	
A. TOTAL AMOUNT OF GRANT	$ 60,000.00
B. TOTAL FEDERAL GRANT FUNDS EXPENDED (Same as Part I, Line E, column b)	49,123.00
C. TOTAL GRANT FUNDS RECEIVED FROM FEDERAL GOVERNMENT	60,000.00
D. BALANCE DUE CONTRACTOR OR GRANTEE AGENCY	$ 10,877.00

I CERTIFY THAT ALL OF THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST OF MY KNOWLEDGE

SIGNATURE OF PROJECT DIRECTOR	DATE	SIGNATURE OF FISCAL OFFICER AUTHORIZED TO REPRESENT GRANTEE AGENCY	DATE
[signature]	11-[illegible]	[signature]	11-1-71

OE FORM 3121-4, 12/70 REPLACES OE FORM 3121-4, 3/70, WHICH MAY BE USED

MEMORANDUM

To: Lucian Huguely and MaryDan Cooper
Business Office
Council of the Southern Mountains

From: Ernest H. Walker, STABLE

Re: OEG 0-70-4566, Documentation of In-Kind Contribution to STABLE Program

I am enclosing documentation of services rendered as in-kind to the STABLE program as follows:

Council of the Southern Mountains

June 1, 1970 through June 1, 1971

Isaac Vanderpool	6 man-days
Julian Mosely	2 man-days
Warren Wright	1-1/2 man-days
LouVada Munnelly	2 man-days
Michael Knapik	1/2 man-day
Total	12 man-days

June 1, 1971 through August 31, 1971

Warren Wright	1 man-day

Berea College

June 1, 1970 through June 1, 1971

James Bobbitt	6-1/2 man-days
William Ramsay	3 man-days
Carl Ford	1 man-day
Loyal Jones	14 man-days
Total	24-1/2 man-days

June 1, 1971 through August 31, 1971

Loyal Jones	3 man-days

MEMO to Lucian Huguely and MaryDan Cooper, continued

Budget requirements are as follows:

Council of the Southern Mountains	
June 1, 1970 - June 1, 1971	12 man-days
June 1, 1971 - August 31, 1971	1 man-day
Berea College	
June 1, 1970 - June 1, 1971	20 man-days
June 1, 1971 - August 31, 1971	2 man-days

Sincerely yours,

Ernest H. Walker

Ernest H. Walker, Director
Student Taught Adult Basic
Literacy Efforts (STABLE)

November 9, 1971

L. K. L. P. Comprehensive Health Service Program
Hazard Clinic Bldg. - Second Floor
East Main Street
HAZARD, KENTUCKY 41701

November 8, 1971

Isaac L. Vanderpool
Proj. Director

Jesse Amburgey
Executive Director

Mr. Ernest Walker
STABLE Project
College P. O. 1842
Berea, Kentucky

Dear Mr. Walker:

This is to certify that I contributed 1 day's work on consultant time to the STABLE Project on December 1, 1970.

Sincerely,

Isaac Vanderpool

Isaac Vanderpool
Project Director

IV/hms

Dear Ernie—
I worked
2 days in
June on Project
Stable Hope
this will be
sufficient.
Julian

October 15, 1970

MEMORANDUM

To: Ike Vanderpool

From: Ernie Walker

Date: August 20, 1970

We need to make a record of the man-days which you contributed to STABLE as a CSM employee after June 1. I need the dates for documentation for Lucian. This is for auditing purposes.

Let me know when you can get with me; I will appreciate it.

Ernie

Report of Consultant Time:

7/a 1/2 Day Continue

7/9 1 Day working on DC Trip

7/11 1/2 Day Com Base discussion

7/12 1/2 Day Arranging to transfer STABLE to Bellcomm

7/14 1/2 Day In Bellcomm with Jim Burnell

7/15 1 Day Similar phone calls, correspondence, &c.

7/16 1 Day Travel

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COUNCIL OF THE SOUTHERN MOUNTAINS, INC.
Publishers of MOUNTAIN LIFE & WORK
COLLEGE BOX 2307 — BEREA, KENTUCKY 40403
Telephone: 606-986-3187

This is to certify that I worked the following days as consultant to the STABLE program:

January 14, 1971	1/2 day	
March 9, 1971	1/2 day	
March 24, 1971	1/2 day	
June 3, 1971	1 day	
Total		2-1/2 days

Warren Wright

Warren Wright, Director

COUNCIL OF THE SOUTHERN MOUNTAINS, INC.
Publishers of MOUNTAIN LIFE & WORK
COLLEGE BOX 2307 — BEREA, KENTUCKY 40403
Telephone: 606-986-3187

August 10, 1971

This is to certify that I worked the following days as consultant to the STABLE program.

January 26, 1971 1 day

February 27, 1971 1 day

Total 2 days

Louvada Munnelly

Louvada Munnelly, Director
Family Planning Program
Council of the Southern Mountains

COUNCIL OF THE SOUTHERN MOUNTAINS, INC.
Publishers of MOUNTAIN LIFE & WORK
COLLEGE BOX 2307 — BEREA, KENTUCKY 40403
Telephone: 606-986-3187

October 12, 1971

To Mr. Ernest Walker, STABLE Program:

This is to certify that I worked four (4) hours for the STABLE program on October 3, 1970.

Sincerely,

Michael Knapik

Berea College

BEREA, KENTUCKY 40403

APPALACHIAN CENTER

October 12, 1971

Mr. Ernest H. Walker
Director
Student Taught Adult Basic Literacy Efforts
CPO 2307

Dear Ernie:

This is in your response for me to give you an accounting of the time I have given to the STABLE project between June 1970 and August 1971.

Let me start with the meetings with the STABLE Advisory Board, which met for approximately two hours each time on the following dates: June 2, 1970; August 18, 1970; November 30, 1970; March 22, 1971: and July 21, 1971. This would have amounted to 10 hours of time. As you will remember, though, you and I usually talked about these meetings and made some preparations for them. Since the STABLE program was actually being managed by the Council of the Southern Mountains last year I was not so directly involved with the administration of the program as I will be this year. However I was involved in the preparation of the proposal and in the plans on recruiting students, training, etc. You and I spent some considerable time in conferences and on the telephone. I also read your reports and responded to them when necessary. I attended some of the training sessions and some of the meetings of the students, such as in preparation for last January's study of the communities.

In addition to the regular Advisory Board meeting I believe I have spent about a day a month on STABLE business. This time is of course distributed throughout the month, as I talked with you, students, went over reports, and as we worked for considerable time during the summer in the preparation of the new proposal to continue the STABLE project.

I spent a minimum of 2 days in writing portions of the proposal for continuing STABLE and in editing the final copy and helping in other ways to get it to the Office of Education.

Therefore I believe my total time given to STABLE during the period mentioned above would be a total of 17 days.

Sincerely,

Loyal Jones
Director
Appalachian Center

LJ: gsb

BEREA COLLEGE • BEREA • KENTUCKY • 40403
OFFICE OF INSTITUTIONAL RESEARCH
BOX 2335

1970 September 8

TO: Ernie Walker, STABLE

SUBJECT: Consultative Work for STABLE

Following your request, I have checked my calendar and wish to report the following dates and amounts of my consultative service for the STABLE Program:

1970	June 1	4 hours
	June 4	2 hours
	June 9	2 hours
	June 24	6 hours
	July 13	3 hours
	July 14	8 hours
	July 17	1 hour
	July 24	3 hours
	Aug. 4	2 hours
	Aug. 10	3 hours
	Aug. 11	2 hours
	Aug. 18	3 hours
	Aug. 19	2 hours
	Aug. 21	1 hour
	Aug. 28	2 hours
	Aug. 31	2 hours
	Sept. 1	2 hours
	Sept. 3	2 hours
	Sept. 4	1 hour
	Sept. 5	1 hour
Total to Sept. 8, 1970		52 hours

Counting eight hours per working day, I have spent six and one half days since June 1 on the program.

Sincerely,

James Bobbitt

James Bobbitt
Director of Institutional Research

JB:mms

cc: Leigh Jones

Memo

from William R. Ramsay

Bill Oakland

My calendar is not complete or clear in every case of STABLE consultation. He attended to his last interest of actual time and date spent directly on STABLE affairs.

Bill Ramsay

STABLE Consultation Time

June 1970 - August 1971

William R. Ramsay

During October - December 1970

Advisory Board Meetings	3 hours
Planning of Training Including Trip to McKee	4 hours
Planning January Term Project	2 hours

January - August 1971

Advisory Board Meetings (Jan. 5 & Aug. ?)	3 hours
Visit by ABE Official (May ?)	1 hour
Review of STABLE Proposal (?)	2 hours
Reading STABLE Reports	2 hours
Planning for 1971-72 STABLE Student Positions (July 14)	1 hour
Interviews and Review of Applicants (Aug. 18, 26 & ?)	4 hours
TOTAL HOURS	22 hours

Record of consultative services: Dr. Carl Ford

August 18, 1970	3 hours
March 22, 1971	3 hours
August 6, 1971	1 hour
Total to August 31, 1971	7 hours

APPENDIX A

- 71 -

TEACHER	IN	OUT	HOURS PER WEEK
Berry, Warren	9/4/70	10/31/70	10
Bennett, Genevieve	5/24/71	8/31/71	15
Blankenship, Earl	9/23/70	5/22/71	10
Browning, Robert	10/5/70	8/31/71	5
	Short term, January 1971		10
Coale, Hope	9/4/70	5/22/71	10
Collins, Michael	5/24/71	8/31/71	40
Combs, Teresa	1/4/71	5/22/71	5
Cooper, Betty	1/4/71	5/22/71	10
Cox, Larry	Short Term, January 1971		10
Daniels, Marcella	9/4/70	5/31/71	10
	June and July 1971		15
	August 1971		40
Franklin, Ruth	9/4/70	5/22/71	10
	June, July, August 1971		40
Gilchrist, Harold	8/8/71 SFA transfer, 2-1/2 wks		40
Gravel, Robert	9/5/70	5/22/71	10
Grigsby, Marc	5/24/71	8/31/71	volunte
Hill, Mary	11/10/70	5/22/71	10
Howell, Pansy	Short term, January 1971		10
	2/1/71	5/22/71	5
Kirk, Ann	Short term, January 1971		10
Klinglesmith, Faurest	10/21/70	5/22/71	10
	June and July 1971		20
	August 1971		40
Lemaster, Richard	1/4/71	5/22/71	10
	June and July 1971		20
	August 1971		40

Meade, Nancy	1/4/71	5/22/71	10
Montgomery, Dwain	7/16/71	8/31/71	20
Owens, Paul	9/17/70	5/22/71	10
Petre, Mary	9/5/70	1/31/71	10
	2/1/71	5/22/71	6
Phillips, Larry	9/16/70	5/22/71	5
Ramsey, Oretta	9/4/70	5/22/71	10
Reneau, Sue	2/4/71	8/31/71	10
Roark, Rebecca	5/31/71	7/23/71	10
Sammons, Terry	11/10/70	12/31/70	5
	1/4/71	5/22/71	10
	5/31/71	8/31/71	40
Scott, Rita	1/4/71	5/22/71	10
Sherlin, Jane	9/4/70	12/31/70	2
	1/71	5/71	volunteer
Shope, Rocky	9/5/70	8/31/71	5
Shuler, Kenneth	June, July and August 1970		40
	9/5/70	5/22/71	10
Thornsberry, Linda	9/5/70	7/30/71	10
Tompkins, Roger	7/26/71	8/31/71	20
VanWinkle, Veronica	June, July and August 1970, College Work-Study (Cumberland College student)		
Vaughn, Gracie	7/22/71	8/31/71	40
Watson, Dennis	10/26/70	5/22/71	10
	6/1/71	7/23/71	5
White, Betty Jeanne	9/12/70	8/31/71	10
White, Evelyn	Short term, January 1971		10
Williams, Charles	6/22/71	8/31/71	40

APPLICATION
STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS
Berea College, Berea, Ky.

(Please print or type)

Date _____

1. Name _____ 2. Sex _____

3. Address _____

College address _____ phone _____

4. Date born _____

5. Family: Father _____ Occupation _____

Mother _____ Occupation _____

Number of Siblings _____

Husband or Wife _____ Number of children __

6. Home Community: Rural (Yes or No) ____

Have you had experience with illiterate people? _____

7. Year in Berea College _____ Course or Major _____

Courses in:

Education _____ Community Relations _____

Sociology _____ Home Economics _____

Mathematics _____ English _____

Public Health _____

8. Work Experience: (Explain briefly)

a. Teaching _____ Volunteer ( )

_____ Employed ( )

b. Social Services _____ Volunteer ( )

_____ Employed ( )

c. Community Action or Community Organization Volunteer ( )

_____ Employed ( )

d. Other _____

9. State concisely your interest in adult education, and what you believe you can do which will benefit people who are illiterate, and who have inadequate income.

10. References--persons who know something of your interests, progress at Berea, and abilities which qualify you for Project STABLE.

_____

_____

_____

To the best of my knowledge, the above information is correct.

Signature _____

STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS

C.P.O. Box 2307
Berea, Kentucky 40403

LITERACY WORKSHOP – March 5, 6, 7, 1970

Summary Report

The 10-hour workshop was taught by Mrs. Roy N. Walters, instructor at Eastern Kentucky University, with assistance from Professor Willis Parkhurst, Eastern Kentucky University, and Mrs. Gertie Ware, educational consultant and Berea College faculty member.

Streamlined English and some New Streamlined English was used, dividing the class into two groups.

Registration – 38

Certificates granted on completion of 10-hour course – 25

Breakdown –

	Registration	Receiving Certificates
STABLE Students	6	5
Community people from Rockcastle County	4	3
Institutional Research	3	3
Students for Appalachia	2	2
Clark County CAP	4	4
Other Berea College Students	4	–
Others from Berea, Richmond and Winchester	15	8
Totals	38	25

STABLE
TRAINING SESSION
Berea College
Room 106, Draper Bldg.
Tom Mustard, Leader

Thursday, September 10, 6:30-9:30 PM

I. Jim Bobbitt: Berea College's commitment to the community, including STABLE

II. Introductions
    A. Resource personnel
    B. Self-introduction of participants

III. Discussion of proposal: Ernie Walker

Break

IV. Discussion, Adult Basic Education
    A. Ollie Back, Kentucky Division of ABE
    B. Russell Roberts, Madison County ABE

Friday, September 11, 6:30-9:30 PM

I. Goals and purposes of CAP, with Flem Messer, Landon Wills, Zi Graves, and CAP aides, discussion
    A. Community Development
    B. How CAP fits into a community

Break

II. Questions: list to be made by group
    A. Resources; who, what, where
    B. What do you think you need to know in order to do an effective job?

Saturday, September 12, 1:00-5:00 PM

I. "How to do it"
    A. Role playing

Break

II. Areas of work, scheduling, recording, reporting. Commitment to project. Responsibility to arrange schedule in communities, and hours of work. Keep a journal: names addresses, interpretive reports. Keep good records.

III. Assignment to areas and communities.

IV. Future Training Session
    A. Laubach Literacy, October 1, 2, 3

PARTICIPANTS

Berea College, CSM and CAP

Dr. James Bobbitt
Chairman of STABLE Advisory Committee

Ollie Back, Area Coordinator
Division of Adult Education
Frankfort, Kentucky

Mr. Russell Roberts
Director of Adult Basic Education
Madison County

Mrs. Faye Baker, VISTA
Rockcastle County
Member, Rockcastle Action Group

Mrs. Zi Graves
Member, Education Commission,
Council of the Southern Mountains
Member, Rockcastle Action Group

Mr. Flem Messer, Director
Jackson-Clay Community Action Group

Mr. Dave Huber, Program Development and
Jackson County Coordinator
Jackson-Clay CAG

Mr. Landon Wills, Director
Kentucky River Foothills Development Council

Mr. Ernest H. Walker
Director of Stable

Mrs. Ann Pollard
Executive Secretary, STABLE

Mr. Tom Mustard
Training Consultant and
former Director of Students for Appalachia (SFA)

STABLE Teachers

Berry, Warren
C.P.O. 255
ASCS office; reporter; finance

Coale, Hope Frances
Fairchild Dorm
Adult Literacy teacher in Knox County;
pre-school teacher; Union College (transfer)

Daniels, Marcella Mae
C.P.O. 715
substitute teacher; Prestonsburg College

Franklin, Ruth Marie
C.P.O. 694
NYC payroll clerk; teacher aide

Gravel, Robert E.
C.P.O. 761
Humphrey campaign; camp counselor;
La. Tech.

*Meade, Nancy
C.P.O. 1305
Social work; church school teacher; pianist

*Petre, Mary Ellen
C.P.O. 1785
Laubach Literacy teacher; church school teacher

Ramsey, Oretta
C.P.O. 1643
Job Corps purchasing agent at Pine Knott; secretary

Shope, Rocky
C.P.O. 1913
Eagle Scout; industrial arts

*Shuler, Ken
C.P.O. 1953
Agriculture; summer with KRFDC in Estill County for
STABLE, Snakie Hollow, Barnes Mountain, Cob Hill, etc.

Smith, Linda L.
C.P.O. 1968
4H; candy striper; FHA; Vacation Bible School

Smith, Glen
C.P.O. 1939
Counselor for crippled children society;
crafts; Scouts

STABLE Teachers, continued

Thornsberry, Linda
C.P.O. 2069
ALCOR, Alice Lloyd College

White, Betty Jeanne
C.P.O. 2080
AV secretary; teacher and tutor; Berea *Citizen*

*Enrolled in STABLE last spring and have previous experience or training in program

OTHER PARTICIPANTS

Miss Sally Maggard
Department of Sociology
Berea College

Mr. Bernie Aaronson
Former VISTA in Estill County

STABLE ADVISORY COMMITTEE

Dr. James Bobbitt
Professor Carl Ford
Miss Mary Alice Pratt
Mr. Loyal Jones
Mr. Bill Best
Mr. Isaac Vanderpool
Mr. Ken Shuler

STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS

C.P.O. Box 2307
Berea, Kentucky 40403

LAUBACH LITERACY WORKSHOP - October I, 2, 3, 1970

Summary Report

The 10-hour workshop was taught by Mrs. J. W. Lester, Loyall, Kentucky, assisted by Mrs. Roy N. Walters, Instructor at Eastern Kentucky University.

The New Streamlined English textbooks were used.

During this Workshop Mrs. Walters completed requirements for Master Tutor Teacher and received this certificate. She will conduct make-up sessions for those who did not complete the ten-hour course.

Registration was 34.

Twenty-two certificates were presented at the close of the Workshop, with others to be presented upon completion of the course. One Master Tutor Teacher certificate was awarded.

Breakdown--

	Registration	Receiving Certificates
STABLE Students	19	13
Other Berea College Students	5	3
Institutional Research	2	
O.L.V.M. Sisters, Beattyville, Ky.	2	2
Berea Community people	4	2
Visitors from outside Berea area	2	2
	34	22

(Original mailed to Miss Priscilla Gipson of NALA.)

Berea, Kentucky

January 9, 1971

The following completed a 10-hour Workshop for Tutors in Literacy using the Laubach method in the New Streamlined English:

NAME	ADDRESS	
Cooper, Betty (Junior)	CPO 347, Berea, Ky. 40403	Paid $1.00 for NALA membership
Cox, Larry A. (Senior)	CPO 305, Berea, Ky.	
Hill, Mary (Sophomore)	CPO 976, Berea, Ky.	
*Kirk, Linda (Junior)	CPO 1160, Berea, Ky.	(January only)
Klinglesmith, Faurest (Freshman)	CPO 1211, Berea, Ky.	
Lemaster, Richard (Junior)	CPO 1166, Berea, Ky.	
Scott, Rita K. (Sophomore)	CPO 1855, Berea, Ky.	Paid $1.00 for NALA memb.
Watson, Dennis (Sophomore)	CPO 2072, Berea, Ky.	
*White, Evelyn (Sophomore)	CPO 2139, Berea, Ky.	(January only)

*The students indicated with an asterisk are in Berea College for the short winter term (month of January) only. Linda Kirk is from a college in Minnesota and Evelyn White is from a college in New York state.

Mr. Walker, for your records:

Pansy Howell, CPO 911, (Junior) and
Terry Sammons, CPO 1874, (Senior) missed the last session and did not receive certificates.

1970

The following completed a session missed during the October Workshop and may already be on the mailing list: (Please check.)

Coale, Hope	Box 533, Berea, Ky. 40403
Owens, Paul	CPO 1683, Berea, Ky.
Mary Petre	CPO 1785, Berea, Ky.
Larry Phillips	CPO 1605, Berea, Ky.
Rocky Shope	CPO 1913, Berea, Ky.

These five received certificates made out and signed by Mrs. Lester and dated 10-3-70, the day our fall workshop ended. However, they received the certificates only on January 7, 8, or 9 1971 whichever date they completed their missed session.

The Courier-Journal & TIMES

SUNDAY, APRIL 18, 1971

Adult education program

Students take learning back to hills

By JOE WARD
Courier-Journal Staff Writer

BEREA, Ky.—Lonzie Van Winkle, of Mount Vernon in Rockcastle County, couldn't read and he didn't have a job last fall when he heard that the Council of the Southern Mountains was starting an adult education program for people like him.

Because trying to get a job in his circumstances was a "hard road to travel," Van Winkle told the council's Kentucky regional meeting yesterday that he was "glad to hear some kind of news like that."

Today, thanks to the help of a council tutor, he said, he can read. He still doesn't have a job, but he thinks the council's program is "just wonderful" anyway because he feels he'll get one. Besides, now he can read letters from family and friends.

Van Winkle took part in a presentation through which two groups of college students from the Eastern Kentucky area told the Berea-based council how they've been taking their education back to rural areas to get at Appalachian problems.

Van Winkle, a husband and father, had crossed paths with an exuberant group of youngsters who have been giving their time—some as volunteers and some as paid staff—to Stable, a federally financed program attacking functional illiteracy.

The council also heard from another group of students who work for Alcor, a privately financed program aimed at encouraging mountain people to get together and help themselves improve their lot.

A two-way street

Together, the two programs have involved almost 100 students on the teaching end and several thousand rural people on the learning end—although the "teachers" stressed that the learning has been a two-way street.

Ernie Walker, director of Stable, explained that the program is aimed at the 18 to 20 per cent of Appalachian Kentucky's adults who are functionally illiterate—people who dropped out of school long ago without learning basic skills and whose problems aren't met by county adult or regular education efforts.

Van Winkle, for example, explained that he went to school long enough that he should be able to read, but he's hard of hearing and his teachers "passed me right on by."

74 now are enrolled

The teachers in Stable, all Berea College students except for Walker, got the program started by knocking on doors in likely areas and asking people like Van Winkle how they'd like to learn to read.

Once they had the attention of the people they're helping—Walker said 74 persons are currently enrolled—they began driving into the hills a few times a week to meet with small groups at

See STUDENTS
PAGE 10, col. 3, this section

Students work to help adults

Continued From Page B 1

school houses or privately with students in their homes.

One teacher found his pupil in jail last week, but the jailer let him go on in and proceed with the lesson.

Although the aim of the program is basically to teach illiterates—and to learn ways of bringing them up to levels where established educational systems can take over—Walker said Stable personnel have complied with requests to help people with some education complete high school equivalency programs and the like.

They also have tried encouraging people who learn to pass the skills along by teaching others, but without much success so far, according to Walker.

Alcor which stands for Alice Lloyd College Outreach Reserves, has been in operation somewhat longer than Stable. It has reached out to include five Appalachian colleges besides Alice Lloyd, whose reserves by themselves have involved more than 4,200 persons in the program.

. . . but they have new importance to Appalachian adults

Louisville Courier-Journal 12-13-70

Staff Photo by Frank Ashley

WAITING FOR their adult students, STABLE teachers from Berea College eat their sack dinners and warm up around a stove in their classroom on Barnes Mountain in Estill County. They are, from left, Bob Browning, Linda Thornsberry, Larry Phillips and Hope Coale.

By FRANK ASHLEY
Courier-Journal Staff Writer

BARNES MOUNTAIN, Ky. — Bob planted his shoulder against the creaking door, eased through and hurriedly began gathering old milk cartons and furniture to build a fire.

In less than an hour, classes would be under way in the old Big Springs schoolhouse and the Warm Morning stove in the center of the room was colder than our wet, red noses.

It was 30 minutes till "books time," and the stovepipe was red hot, crackling from the carefully lit strata of milk cartons, kindling, coal and the last scrap of padding from a once gracious parlor chair.

Such pioneer savvy is prerequisite for Berea College students who come into these hills to teach the Appalachian poor what they missed as dropouts of the 1920s and 1930s.

The program is called STABLE, a federally financed Student Taught Adult Basic Literacy Effort aimed at anybody who wants to catch up on his three Rs free of charge.

Administered by the Berea-based Council of the Southern Mountains, STABLE this semester is providing classes to 50 or 60 hill country residents in Estill, Madison, Jackson and Rockcastle counties. A pilot program, it is operated under a $60,000 grant from the U.S. Department of Health, Education and Welfare.

The 21 circuit-riding students who

teach STABLE classes each week in 20 communities are getting double benefits: they are living a new social experience, and at the same time satisfying 10-hour-a-week student labor obligations at Berea College.

Bob Browning's fire was roaring now and students would be arriving soon, he hoped. If he didn't run out of coal or broken furniture, he could whip the "cold wave" that was forecast by the little liver pills calendar on the wall.

Browning, a 23-year-old business major from Morrisville, W. Va., soon welcomed his three student associates to the fire: Linda Thornsberry, 21, a junior from East McDowell, Ky., and Hope Coale, 21, from Ferrum, Va., both elementary education majors; and Larry Phillips, 19, a sophomore agriculture major from Lake Toxaway, N. C.

They just had time to gather around the fire and gulp down their sack dinners of sandwiches, potato chips and RCs before four adult students and a roomful of quiet, curious youthful visitors began to soak up the stove's warm gift.

"We never say anything to the kids to make them stay away," Browning had said earlier as we drove for an hour and a half over the torn mountain roads from Berea to Barnes Mountain. "They are the source if we can only reach them."

There were more than 20 young adults and children from the community warming in the room when Linda began Mrs. Lena Young's math class.

"I'm learning a little more," commented Mrs. Young, who had had to drop out of school in the fifth grade to work and who now is trying to get three teenage children through Estill County High. She was doing the eighth-grade work well, according to her beaming teacher.

Across the room, Hope was checking geography and history homework just handed in by Mrs. Cordelia Sparks.

"I think it's really helping me," Mrs. Sparks said, looking at a textbook picture of New York's businessland skyline. "Maybe it will help me get a better job."

Mrs. Sparks, who sometimes has walked the 3 1/2 miles from her home to attend the classes at Barnes Mountain, has two children, aged 9 and 11, attending school and a husband in poor health.

She had to drop out of school after the eighth grade but now insists that she will complete the high school equivalency requirements and get a diploma if the program lasts.

10-year-old is determined

In a corner, Larry was helping 16-year-old George Estes with his algebra. George, a shy but friendly resident of Barnes Mountain, doesn't even take algebra yet at Estill County High, but he explained that his home work with STABLE was warming him up for his first algebra course next year.

By now, an hour after the 6 p.m. "books took up," boredom had overtaken the visitors' curiosity and they ran and laughed and played as if recess had been called in the middle of classes. Occasionally, the teachers, or one of the older visitors, would hush the noisy group, but ever mindful that "they are the source if we can reach them."

Shortly, Bob Browning turned over his math class with Georgia Williams to Norma Fike, a local housewife and volunteer teacher. He then went about the room organizing a "word game" for the youngsters.

All but two or three of the young rowdy crowd gathered on long church benches and began playing the game, which Bob must have made up on the spot. Even those watching seemed to enjoy it, sometimes laughing at those who tried but missed some words.

At the same time a handsome little fellow of about 10 watched Linda and Mrs. Young practice multiplication. He could do some of it, he said, and added that he wasn't going to drop out of school until he could do all of it and more. He later did well in Bob's word game.

Most homes in area visited

That's STABLE.

It's objective, according to program director Ernest H. Walker, of the Council of the Southern Mountains, is to get people who do not take advantage of regular adult basic education programs on the first rung of the education ladder.

"There are many people in the area who need to know how to read and write," Walker said in an interview in his Berea office. "They need better education to get a driver's license, for jobs, so they can read newspapers or just read the labels in stores."

The four students taking part in the Barnes Mountain classes could read and write, the student teachers said, but in case someone can't every STABLE teacher has been trained at Berea in the Labauch' method of teaching writing through sound-word-symbol association.

Organizing the STABLE classes was the most difficult part of the program, Walker and his student teachers agree. Last summer two Berea students worked throughout the four-county area, spreading the word that such a program would be available to adults this semester.

"It's awfully hard to get things started here," commented Kenneth Shuler, 20, an agriculture junior from Wytheville, Va., and one of the two summer workers. "The problem is getting their trust . . . there have been so many programs here."

Shuler began the community relations approach which STABLE teachers like the four at Barnes Mountain still use in their work.

The Barnes Mountain team has visited most of the houses in its area meeting the people and inviting them to take part in the program.

In more than 20 communities across the four counties, teams of two, three and four STABLE workers have organized their classes in a similar manner. Some of them have worked, some haven't. Barnes Mountain was "not the best and not the worst," according to director Walker.

Members of the Barnes Mountain team, who begin work on Monday afternoons and usually get home after 10 p.m., say they aren't disappointed that only three or four persons turn out to take the courses.

"There is not a thing for young people to do here," she said.

"They would play records and games," she added, explaining the format planned for the recreational gatherings. "And there would be no alcohol, no rough stuff or bad language."

Mrs. Fike said she would ask local opponents of the program to reconsider and permit such a program in Barnes Mountain.

But just in case they won't, she walked to the back of the room and began reviewing the books Bob brought for her concerning parliamentary procedure and majority rule in community center affairs.

Farm work requirements have an effect—almost no adult males have enrolled in the classes.

There have been other problems.

Dusty but new woodworking tools sit like new cars in a junk yard, waiting for someone to wire a side room in the schoolhouse so they can be used.

The latest letdown occurred during the class I attended when the STABLE workers were told that local plans to conduct a "recreation night" at the schoolhouse had been discarded because dancing, listening to records and playing rook were opposed on religious grounds by some influential local residents.

Mrs. Norma Fike, the volunteer teacher who took Bob's math class, looked around the crowded schoolhouse as the fire and laughter began to die out.

APPENDIX F

STABLE

by Jeanne White

The word *stable* took on a brand new meaning for me and some 18 to 20 other Berea College students this fall term when, for our Student Labor, we became STABLE teachers. The Student Taught Adult Basic Literacy Efforts project is jointly sponsored by Berea College and the Council of the Southern Mountains, Inc. through a grant from the U.S. Department of Health, Education, and Welfare. It is an endeavor to raise the literacy level in Madison and three adjacent counties while strengthening the people-to-people communication between the College, the Council of the Southern Mountains, and the rural areas.

But for us students it is more. It is a new experience, one we will remember for the rest of our lives. We are going out in groups of two, three and four in the counties of Estill, Madison, Jackson and Rockcastle to teach people--to read, to write, and perhaps to acquire other basic skills. We are going to places like Barnes Mountain, Cob Hill, Clover Bottom, Farristown, and others--and meeting people. Sometimes we have contacts who refer us to someone who might be interested; other times we must make our own contacts. Our first and probably the hardest job is to get the people's trust and approval. Although we do have great enthusiasm, we have to proceed slowly.

We talk to people--on their porches, in their yards, in their homes. The story is usually the same. The parent had to quit school because of illness or some other condition in the family. He or she never got the chance to go back. Most had to quit early in school, usually in the lower five grades; but sometimes a person quit just before finishing high school. And now most feel it's too late to go back. In any case, we can see a real need for more education for adults.

We see other things too. We see pride. It isn't easy for a man or woman to admit he cannot read or write and this makes our job even harder. How do you go about getting a person to come out to classes and start all over again with something he left so long ago? In our role as teachers, we also must offer help and encouragement and be a friend and co-worker. This is the pilot program for STABLE and we are the first. This makes it hard for us. Maybe for the first few months we won't actually get many classes started--we want to teach, but a great deal of groundwork has to be laid before STABLE can really do its job.

We have had to prepare ourselves too. We've been holding training workshops, including a Laubach Literacy Training Workshop, meetings and informal get-togethers to acquaint ourselves with our roles as STABLE teachers. We have also felt a real need to learn about the people and their ways. We had guest speakers such as Mr. Ollie Back from the Kentucky Divison of Adult Education, and various people from the Council of the Southern Mountains who talked to us about programs and possibilities in the four counties. Bernie Aronson, a former VISTA worker, told of some of his experiences with rural people. To some of us their customs and ways are new. Others of us who are familiar with the area are realizing things we took for granted before. We are doing research on things we feel we may be asked about, such as job opportunities, food stamps, public assistance and other state and Federal programs already begun in these counties. Some of the people have indicated a desire for getting their drivers' licenses. We have discovered that the Kentucky State Police Department has a simplified driver's manual for people who have trouble with reading and are presently arranging to have a trooper speak to us about driver training. Many of those we teach are in dire need of employment. Most of them could work, but they do not know how to fill our job application forms. We are obtaining various sample job application forms which we will use to help our students to become familiar with the procedure of applying for employment. All of this takes time and effort. Most of us are feeling our way; sometimes we stumble but we have a good feeling about what we are doing. Inevitably we will be drawn to each community in which we work in a familiar way. We will be learning, too.

Student Taught Adult Basic Literacy Efforts provides opportunities for people who are in greatest need of education, and who are least likely to enroll in regular classes for adults. STABLE teachers go out to the remote areas and teach individuals and small groups, with a flexible curriculum based on the expressed interests of the people. By providing personal attention to individuals, STABLE teachers are getting people started on the first step toward new initiatives in education. This is done through the teaching of reading, writing, simple mathematics, community information and communication skills, with emphasis on the things people want to know and find practical in daily living.

The program is serving to recruit for regular adult basic education classes; some enroll through contacts in community work; some participants come to this point after a period of training in STABLE classes. High school dropouts have been encouraged to return to school.

Preparatory work was done during the summer months by a STABLE worker in Estill County and a Cumberland College student in Jackson County. Work is being done now in 12 communities. There, local volunteers are providing the necessary helps to introduce the program to people. Volunteers in Berea have been pioneers ahead of STABLE teachers, working as Laubach tutors. Volunteer students with special skills are giving assistance as needed.

The enthusiasm of STABLE teachers is building up momentum which without doubt will be needed during the coming winter months.

–Ernest H. Walker, Director
Student Taught Adult Basic Literacy Efforts

This article will appear in the October 1970 issue of MOUNTAIN LIFE & WORK.

APPENDIX G

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EXPLANATION OF DATA

Much of this data represents an approximation of STABLE activities up to August 31, 1971. In many cases, the data in some categories was incomplete, and on some participants none was available.

The first category indicates the number and percentage of participants receiving special services such as transportation and glasses.

The third category indicates the percentage, at each level, of participants with whom referrals to public school adult basic education have been attempted.

The fourth category indicates the number of successful referrals and the percentage of the total participants at each level, and the percentage of attempts made at each level.

Category five indicates the number and percentage of dropouts at each level. Not included are those participants who left the program due to illness, change of residence, or other circumstances clearly beyond the control of STABLE.

The data on evaluation of participant progress is based on general impressions gained from student reports and is quite incomplete.

The mean number of months in the program is intended to give a general idea of length of contact with participants in each community.

The number of participants on which we have inadequate information indicates the number on which virtually no data is available.

COMMUNITY: Total - All Communities

Participants	Number	Percentage
Level I	53	30
Level II	47	27
Level III	42	24
Level IV	17	10
TOTAL	175	100
Receiving Special Services:	30	17
Attempted Referrals to ABE:		
Level I	2	4
Level II	1	2
Level III	10	25
Level IV	7	4
TOTAL	20	11

Successful Referrals to ABE:		% of total participants	% of attempt
Level I	1	2	50
Level II	1	2	100
Level III	3	7	30
Level IV	1	6	14
TOTAL	6	3	30

Number of dropouts:		
Level I	7	13
Level II	5	11
Level III	4	10
Level IV	0	0
TOTAL	16	9

Teacher Evaluation of Progress:

	Good	%	Fair	%	Poor or Slo	
Level I	13	25	9	17	12	23
Level II	25	53	7	15	5	11
Level III	23	55	2	5	2	5
Level IV	7	41	1	6	0	0
TOTAL	68	38	19	11	19	11

Mean Number of Months of Participation: ____ Range: ____

Number of contacts on which we have inadequate information: ____

ERIC Clearinghouse
MAY 1 1 1972
on Adult Education